Full Name: Class:



**S1 Language Booklet**

**Glossary of terms for Section 1:**

|  |
| --- |
| **Adjective:** adjectives describe nouns and are often found before the noun (or before another adjective if more than one adjective is being used).  i.e. “the red, crumbling brick wall.” |
| **Adverb:** a word which modifies a verb in some way.  i.e. “He ran quickly.” Quickly tells us more about the verb ‘ran’. |
| **Noun:** a word which names things. There are different types of noun:  **Proper nouns** give the names of actual places or persons [e.g. “Glasgow” & “Kylie Minogue.”]  **Common nouns** refer to objects, [e.g. “desks”, “floors”, “rivers”]  **Collective nouns** define groups of things [e.g. “herd”, “class”] and  **Abstract nouns** define qualities [“wisdom”, “kindness”] |
| **Pronoun:** a pronoun is a word which replaces a noun.  i.e. “he”, “she”, “it”, “they”. |
| **Verb:** a verb is often referred to as a ‘doing word’ and if you know what this means you know what a verb is; it is the word which tells us the action.  i.e. “run”, “cry”, “hope”, “love” and “shout”. |
| **Conjunction:** a word that links or joins together two words or phrases.  i.e. “and” “but”. |

SECTION 1

Week 1: Nouns

You will have looked at nouns in primary school. Nouns are sometimes described as naming words. However, there are different types of nouns. There are definitions in the glossary at the end.

Task 1: **Common and Proper Nouns.** Can you highlight the proper nouns in the list below?

|  |  |  |  |
| --- | --- | --- | --- |
| water | Aldi | sock | Paisley |
| hen | music | Everest | toe |
| France | bacon | Ann | Foxbar Road |
| park | horse | Henry | Lord Watson |
| July | Barshaw Park | pencil | Gleniffer High |

**Collective Noun conundrums**. Now complete the following:

A pack of \_\_\_\_\_\_\_\_\_\_\_\_\_\_

A bouquet of \_\_\_\_\_\_\_\_\_\_\_\_\_\_

A pride of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A flock of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A coven of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of geese.

A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of crows.

A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of elephants.

A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of ants.

A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of bees.

Can you find other examples of collective nouns? Write down at least two.

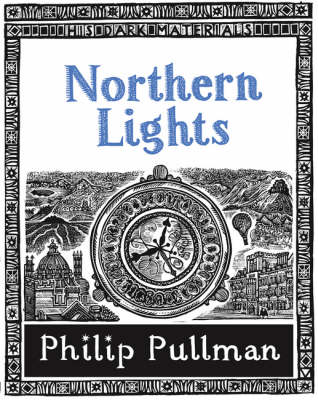
Consolidating task: Your job is to look at the list in the box below and try to put them into the correct section in the table. A first example has been put in each section to help.

* pack
* tree
* love
* gaggle
* London
* Charles Dickens
* girls
* regret
* swarm
* kindness
* High Street
* happiness
* knife
* bottle
* flock
* Australia
* elephants
* courage
* December
* team
* audience
* holiday
* jealousy
* Wednesday
* apple
* road
* Christmas
* River Amazon
* bunch
* army
* hate
* Mount Everest
* chair
* The Titanic
* train

|  |  |
| --- | --- |
| COMMON  (ordinary things) | ABSTRACT  (names an idea) |
| book | hope |
| PROPER  (a specific name of person/thing) | COLLECTIVE  (groups of objects/ people/ things) |
| Paisley | flock |

Week 2: Verbs

Verbs are **doing** words. They are words used for **action**. The following extract is taken from the fantastic book *Northern Lights* by Philip Pullman which is part of the *His Dark Materials* trilogy. In the passage below there are ten verb errors. Underline the mistakes for ten marks. Next, write in the correct tense of verb in the numbered spaces below for another ten marks.



Farder Coram standing by the gate and called:  
  
"Iorek Bymison!"  
  
The bear stopped ate. As far as they could tell, he was looked at them directly, but it was impossible to read any expression on his face.  
  
"Iorek Byrnison," said Farder Coram again. "May I spoke to you?"

Lyra's heart was thumped hard, because something in the bear’s presence make her feel close to coldness, danger, brutal power, but a power controlled by intelligence; and not a human intelligence, nothing like a human, because of course bears had no daemons. This strange hulking presence gnawed its meat was like nothing she had ever imagined, and she feel a profound admiration and pity for the lonely creature.  
He dropped the reindeer leg in the dirt and slumping on all fours to the gate. Then he reared up massively, ten feet or higher, as if to show how mighty he was, to remind them how useless the gate would be as a barrier, and he speaking to them from that height.

1.\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_3. \_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_ 5.\_\_\_\_\_\_\_\_\_\_

6.\_\_\_\_\_\_\_\_\_\_ 7. \_\_\_\_\_\_\_\_\_\_8. \_\_\_\_\_\_\_\_\_\_ 9. \_\_\_\_\_\_\_\_\_\_ 10.\_\_\_\_\_\_\_\_\_\_

Identify whether the verb in each sentence below is past, present or future tense.

1. The rats were biting the ankles of the walkers.
2. I am living in a top floor flat.
3. I shall speak to you tomorrow.
4. The mirror cracked from side to side.
5. I have not seen you for many years.

Week 3: Adjectives

Underline all the adjectives you can find.

1. The little girl had a squeaky voice.
2. James Bond is tall, brave and handsome.
3. The teachers are strict but fair.
4. The wood was cool and shady.
5. I love cool, fresh lemonade.
6. We were caught in a heavy shower.
7. The bride wore a long white dress and a beautiful veil.
8. The teacher has a loud, shrill voice.
9. The pizza was delicious.
10. We walked along a dimly-lit street.
11. The sea was blue and calm.
12. The sun was a big, yellow, shiny ball in the sky.

Highlight/ underline all of the adjectives in the following extract from “The Giver” by Lois Lowry.

It was almost December, and Jonas was beginning to be frightened. No. Wrong word, Jonas thought. Frightened meant that deep, sickening feeling of something terrible about to happen. Frightened was the way he had felt a year ago when an unidentified aircraft had overflown the community twice. He had seen it both times. Squinting toward the sky, he had seen the sleek jet, almost a blur at its high speed, go past, and a second later heard the blast of sound that followed. Then one more time, a moment later, from the opposite direction, the same plane.

Write down possible adjectives to change these basic sentences:

1. The teacher spoke\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the boy.
2. She walked \_\_\_\_\_\_\_\_\_\_\_\_\_\_to the venue.
3. He slept\_\_\_\_\_\_\_\_\_\_\_\_\_ in the chair.

1. She danced\_\_\_\_\_\_\_\_\_\_\_\_ on the stage.

Week 4. Adverbs

An adverb is a word used to give more information about a verb.

Choose a suitable adverb from the box to complete each of the sentences.

generously meticulously greedily defiantly

joyfully patiently proudly meticulously

carefully happily calmly quickly

1. Abigail \_\_\_\_\_\_\_ snatched the last biscuit from the plate.
2. “I’m not going to tidy my room!” Chloe shouted \_\_\_\_\_\_\_ at her mother.
3. The gentle nurse \_\_\_\_\_\_\_ helped the helped the old man back to bed.
4. He gave \_\_\_\_\_\_\_ to the collection in aid of the RSPCC.
5. The school choir sang \_\_\_\_\_\_\_ at the Christmas Concert.
6. The boy \_\_\_\_\_\_\_\_\_\_\_ accepted the trophy after winning the race.
7. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ planned and organised the event.
8. He \_\_\_\_\_\_\_\_\_\_\_ sprinted towards the front of the queue.

“How” adverbs

Some adverbs tell how something is done. They usually end in “ly” and are formed by adding “ly” to the end of adjectives.

Examples: clever – cleverly, true – truly, stupid – stupidly

Add “how” adverbs to the following sentences. Try to choose an interesting adverb which adds something significant.

1. The prisoner walked \_\_\_\_\_\_\_\_\_\_\_ into the interview room.
2. As he sat in the hospital bed, he watched the sick woman \_\_\_\_\_\_\_\_\_\_\_.
3. The boy’s parents waited \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the headmaster to speak.
4. She looked \_\_\_\_\_\_\_\_\_\_\_\_\_ at the stranger standing on the doorstep.
5. He picked up the letter \_\_\_\_\_\_\_\_\_\_\_\_\_ and began to read it.

|  |
| --- |
| Further types of adverb:  Adverbs of place – tell you where the verb is happening. (“Put it **there**.”)  Adverbs of time – tell you when the verb is happening. (“I will stop **soon**”)  Adverbs of degree – tell you how much. (“I **quite** liked him”) |

Write beside the word in bold which type of adverb is used in each of the sentences below.

How? Where? When? How Much?

1. I shall talk to her **later**.
2. The fisherman **nearly** caught a fish.
3. We can meet **here**.
4. He scowled **fiercely**.
5. I posted the letter **yesterday**.

Week 5. Conjunctions

If all the words we have looked at so far- **nouns, verbs** and **adjectives** are the building bricks of our language, then conjunctions are the cement. We use conjunctions to join together:

two **single words**: two nouns- ‘bread and butter’

two **adjectives**: ‘black or white’, ‘naughty but nice’

two **adverbs**: slowly but surely

two **pronouns**: you before me

Conjunctions can also join **phrases**:

Red roses or blue violets

Going outside before having lunch

More importantly, conjunctions are used to link together clauses and **simple sentences** in order to build longer and more interesting ones. We call these **complex sentences**.

**Simple Conjunctions**

and or but so because since If

although unless when while before after as

where whereas yet whenever despite

**Other Conjunctions *(Conjunctions can be more than one word)***

As soon as in order that as well as as long as

As far as as if provided that in spite of

**Account 1:** The dog barked at us. We were waiting in a queue. A police car went past. It stopped. The policeman got out. He wanted to take the stray dog away.

Look at how much more sophisticated the same information sounds just by adding a few conjunctions!

**Account 2:** The dog barked at us while we were waiting in a queue. A police car went past and stopped. The policeman got out because he wanted to take the stray dog away.

Use the conjunctions listed in the **boxes** to link these complex sentences:

1. I got absolutely soaking wet \_\_\_\_\_\_\_\_ I left my jacket at home.
2. The weather forecast was for rain \_\_\_\_\_ the sun shone all day.
3. I cleaned my room \_\_\_\_\_\_\_\_\_\_ I went to meet my friends.
4. You could buy a new car \_\_\_\_\_\_\_\_\_\_\_\_\_ you have the deposit.
5. We should go to the cinema ­­­\_\_\_\_\_\_\_\_\_you have a better idea.

Read the following extract taken from ‘***The Lion, the Witch and the Wardrobe’*** by C.S. Lewis. Underline all of the words you believe to be conjunctions.

‘Lucy felt a little frightened, but she felt very inquisitive and excited as well. She looked back over her shoulder and there, between the dark tree trunks, she could see the open doorway of the wardrobe and even catch a glimpse of the empty room from which she had set out…

In about ten minutes she reached it and found it was a lamp-post. As she stood looking at it, wondering why there was a lamp-post in the middle of the wood and wondering what to do next, she heard a pitter patter of feet coming towards her.’

Write 3 sentences in the space below using conjunctions from the boxes.

1.

2.

3.

Week 6: Tenses

For a sentence to make sense, the **noun (naming word)** must agree with the **verb (doing word).**

(N) (V) (N) (V)

**The bat hangs from the roof of the cave.****The bats flutter their wings.**

sang wakes gives make takes eat sings

Choose a verb from the box above to put into these sentences. When you have finished, check your sentences carefully to make sure they make sense.

1. Gemma \_\_\_\_\_\_\_\_\_ the dog for a long walk on the beach.
2. When Graham \_\_\_\_\_\_\_\_ you can tell he has a lovely voice.
3. The sun \_\_\_\_\_\_\_\_ you up in the morning as it streams through the window.
4. I did not \_\_\_\_\_\_\_\_ the last cream cake; it must have just vanished!
5. As the nightingale \_\_\_\_\_\_\_\_\_ a mournful tune, the other birds perched on the branches of the tree and listened in silence.
6. She \_\_\_\_\_\_\_ the cat a saucer of cream as a special treat.
7. The waves \_\_\_\_\_\_\_\_ a crashing sound as they smash against the jagged rocks.

Complete these sentences. What happens to the verbs when the nouns change? Underline the noun (or nouns) and insert the correct verb. Make sure it agrees with the noun! The first one is done for you.

1. Gemma and Leanne take the dog for a long walk on the beach.
2. When Graham and Ashley \_\_\_\_\_\_\_\_ you can tell they have lovely voices.
3. The rays of light \_\_\_\_\_\_\_\_ you up in the morning as they stream through the window.
4. They \_\_\_\_\_\_ the cat a saucer of cream as a special treat.
5. The wave \_\_\_\_\_\_ a crashing sound as it smashed against the jagged rocks.